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ABSTRACT

This 1997 annotated bibliography of 244 items updates an earlier 87-item annotated bibliography. The current annotated bibliography focuses on the relationship between reading and writing as it bears upon the teaching of composition. Items looking at writing as a way of teaching reading, and items focused exclusively upon writer-based concerns (such as audience awareness) are excluded. The bibliography presents annotation of books, journal articles, conference papers, and dissertations published between 1963 and 1997. (RS)

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The Reading/Writing Connection Updated: An Annotated Bibliography

This 1997 annotated bibliography of 244 items updates Wendy Bishop and Kevin Davis, "The Reading/Writing Connection: An Annotated Bibliography," ERIC Clearinghouse, 1986: ED 272 848. It includes Bishop and Davis's original 87 items, and therefore represents about a three-fold increase.

The focus of the bibliography is the relationship between the reading and writing as it bears upon the teaching of composition. Pieces looking at writing as a way of teaching reading, and pieces focused exclusively upon writer-based concerns (such as audience awareness) are excluded, by and large.

The original Bishop and Davis entries are identified as B/D. The later items are identified by the annotator's initials. This new effort to collect and annotate the literature in the vital area of reading/writing connections was initiated and coordinated by Rich Haswell. Final copy was prepared by Sylvia Trevino. The enterprise was supported in part by the Mary and Paul Haas endowment to the English program at Texas A&M University–Corpus Christi.

Allus, Mark W. "Understanding the Relationship between Reading and Writing." Educational Horizons 64 (Fall 1985): 39-44. Offers framework for considering the relationship between reading and writing growth. Calls for teachers to teach strategic processes for teaching students how to learn to read and write. [B/D]

Alwood, Etta Jo. "Polly Doesn't want Just Another Cracker." English Journal 73 (September 1984): 68-70. Advocates the use of literature texts as useful models for high school writers. Suggestions for selecting themes and techniques are presented. [B/D]

Anderson, Chris. "Teaching Students What Not to Say: Iser, Didion, and the Rhetoric of Gaps." Journal of Advanced Composition 7 (1987): 10-22. Uses the reader reception theory of Wolfgang Iser to demonstrate that textual coherence is sometimes achieved by omitting explicit transitions, and offers a methodology by which writing students can practice such a technique. [RHH]

Anderson, Jonathan. "The Writer, the Reader, and the Text" Or Writhing and Reeling in Texts." Paper presented at the annual Meeting of the United Kingdom Readings Association. Newcastle upon Tyne, England, 19-23 July 1982. ED 282 868. Author explores the interactions of writer, reader, text, and context based on the assumptions that writing and reading are interactive processes. [B/D]

Anonymous. "Open to Suggestion." Journal of Reading 28 (January 1985): 362-364. Describes a reading technique for college writing which includes a method for teaching word structure. (Reviewed from abstract.) [B/D]

Anson, Chris M. "Reading, Writing, and Intention." Reader 16 (Fall 1986): 20-35. Attention to intention helps student-writers take control over their writing instead of deferring to the teacher-reader. Students discuss on audio-tapes the process of meeting different levels of intentions in their texts. [JC]

Atkins, G. Douglas, and Michael L. Johnson, eds. Writing and Reading Differently: Deconstruction and the Teaching of Composition and Literature. Lawrence: U of Kansas P, 1985. Not seen.

Atwell, Margaret A. "The Evolution of Text: The Interrelationship of Reading and Writing in the Composing Process." Paper presented at the Annual Meeting of NCTE.

Boston. 20-25 Nov. 1981. ED 211 993. To observe reading/writing connections of ten basic skills and ten above average writing students, the technique of "blind writing" was used, evaluating the need of these writers to read compositions during the writing process. In blind writing, students wrote with inkless pens on paper backed with carbon and could not refer to the writing until it was completed. [B/D]

Aulls, Mark W. "Relating Reading Comprehension and Writing Competency." Language Arts 52 (September 1975): 808-12. Not seen.

Austin, Doris Edna. "Reading to Write: The Effect of the Analyses of Essays on Writing Skills in College Composition." Diss. The University of Alabama, 1983. Abstract appears in ED 251 822. Studied the ability of college students to recognize effective composition techniques and to use the technique in their own writing by teaching reading skills through the use of written exercises. Significant gains occurred in reading and composition. (Reviewed from abstract.) [B/D]

Auten, Anne. "ERIC/RCS: Reading and Writing" A Mutual Support System." Journal of Reading 26 (January 1983): 366-369. Reviews research concerning the reading/writing relationship for secondary teachers developing courses. [B/D]

Baker, Catherine. "Writing for Reading Listening to the Flip Side." Reading: The Core of Learning. Proceedings of the annual Reading Conference. Terre Haute, 16-17 June 19~3. Comp. Vanita M. Gibbs et al. Terre Haute: Indiana State U.,1984. ED 241 903. Argues against the specialization of reading and writing instruction which separates two essentially similar functions. Argues that a good teacher of reading must be a good teacher of writing. Reviews research and offers some suggestions for the education of reading teachers. [B/D]

Bannister, Linda, and Richard Kearns. "Reading, Writing, Thinking and Creating Across the Curriculum." 1985. ED 263 521. Based on the promise that product and process must both be considered together and emphasizing the role reading and writing have in generating idea. in a discipline, suggests a WAC program which fosters creativity and enhances student creativity. [B/D]

Bartholomae, David, and Anthony Petrosky. Facts, Artifacts, and Counterfacts: Theory and Method for a Reading and Writing Course. Upper Montclair: Boynton/Cook, 1986. Addresses teaching reading and writing in a single, integrated basic course. Discusses model program at the University of Pittsburgh. Offers suggestions for course planning. [B/D]

Bartholomae, David. "Teaching Basic Writing: An Alternative to Basic Skills." The Journal of Basic Writing (Spring 1979): 85-109. Describes University of Pittsburgh Basic Reading and Writing course developed to focus on comprehension and analyzation of whole pieces of writing rather than on sentences and paragraphs. Justification and course design are presented. [B/D]

Bazerman, Charles A. "A relationship between reading and writing: The conversational model." College English 41 (1979): 656-661. Rpt. in Constructing Experience. Carbondale: Southern Illinois UP, 1994. Proposes a "conversational model" to unite the acts of reading and writing, an assumption that writing occurs "within the context of previous writing and advances the total sum of the discourse." This will require teacher of writing to instruct students in techniques of "absorbing, reformulating, commenting on, and using reading." The steps for the student are to understand accurately, react to, and evaluate what they read before they compose their own informed views. ." [RHH]

Bazerman, Charles. "Written Language Communities: Writing in, the Context of Reading " 1979. ED 232 159 . Argues against the teaching of writing as separate from reading in that such a separation actually disconnects student. from the literate community. [B/D]

Beach, Richard. A Teacher's Introduction to Reader-Response Theories. Urbana: NCTE, 1993. A cogent and highly readable survey, this book applies reception theory to both the teaching of literature and of writing. [RHH]

Belanger, Joe and R. Glenn Martin. "The Influence of Improved Reading Skill on Writing Skill." Alberta Journal of Education Research 30 (September 1994): 194-212. Describes study which gave students in a reading-treatment class pre- and poet-tests in writing, demonstrating improved reading skills while writing skills remained unchanged. (Reviewed from abstract.) [B/D]

Bereiter, Carl and Marlene Scardamalia. "Learning about Writing from Reading." Written Communication 1 (April 1984): 163-188. Reports on three studies that investigated the knowledge gained from exposure to single examples of literary types, concluding that limited rhetorical knowledge was gained. (Reviewed from abstract.) [B/D]

Bereiter, Carl. "Development in Writing." Cognitive Processes in Writing. Ed. Lee W. Gregg and Erwin R. Steinberg. Hillsdale: Erlbaum, 1980. 73-93. As one mode in his cognitive or "psychological" model of writing, proposes "unified writing," where the writer embraces his or her "own perspective as a reader." [RHH]

Birnbaum, June C. "Reflective Thought: The Connection between Reading and Writing." Petersen 30-45. Reports on an informal study of different-aged college students in which "the better the reader or writer, the more likely he or she is to reflect over engagements in written language." Birnbaum proposes reflective or metacognitive awareness and control as a link between reading and writing. Skilled students make more conscious "crossovers" between reading and writing. ." [RHH]

Bishop, Wendy. "Teaching Writing Teachers to Teach Reading for Writing." Reader 33/34 (Spring/Fall 1995): 38-67. Stresses the importance of fluent writers and readers in writing/reading classrooms and in teacher education courses. Bishop explores her own writing and reading processes to explain/examine how she teaches reading for writers in a second semester writing course and in teaching teachers who write/teach. [JA].

Bishop, Wendy. "Traveling Through the Dark: Teachers and Students Reading and Writing Together." Reader 24 (Fall 1990): 1-20. Explores why teachers should write with their students, the socially constructed nature of texts, and provides a discussion of teachers reading with students with a reader's response to William Stafford's poem "Traveling Through the Dark." [JA]

Bizzell, Patricia. "Cognition, Convention, and Certainty: What We Need to Know about Writing." Pre/Text 3 (1982): 213-243. Argues that an information-processessing account of discourse production is incomplete, and recommends that reading and writing be viewed as well as practice within interpretive communities where conventions provide ideas, organizations, and other guidelines and parameters. ." [RHH]

Bizzell, Patricia. "On the Possibility of a Unified Theory of Composition and Literature." Rhetoric Review 4 (1986): 174-179. Provides a discussion on the distinctions and similarities between composition and literary theory and the controversy surrounding them in English studies. Suggests the unifying element is that both focus on reading and writing as meaning-making processes. [JA]

Bloom, David. "Building Literacy and the Classroom Community." Theory into Practice 25 (Spring 1986): 71-76. Emphasizes the active role of the reader or writer in constructing meaning and the inherently social nature of reading and writing. Suggests that the classroom can be viewed as a literate communities using reading and writing to accomplish the same community goals. [RHH]

Bradford, Annette N. "Cognitive Immaturity and Remedial College Writers." The Writer's Mind: Writing as a Mode of Thinking. Ed. Janice N. Hays, et al. Urbana: NCTE, 1983. 15-24. Suggests that teaching abstraction may help remedial writers develop their writing skills. Discussion centers largely around Piaget's levels of concrete and formal operations. [ST]

Brandt, Deborah. Literacy as Involvement: The Acts of Writers, Readers, and Texts. Carbondale: Southern Illinois UP, 1990. Discusses the relationships between authors, writing subjects, and readers. Her main argument is that writers write with the on-going task in mind of helping someone to read, and that readers read with the knowledge that a writer has written the words. Literacy requires an assumption of "involvement" or of "joint actions" of both reader and writer. She calls for more "homelike approaches" in the advancement of literacy in the schools. [ST, RHH]

Brandt, Deborah. "Remembering Writing, Remembering Reading." College Composition and Communication 45 (1994): 459-479. Interviewed 40 Wisconsonites to find what they could remember about learning to read and write during their life. Found that people value early reading and early writing differently. Reading, for instance, was given a certain prestige, whereas writing had a less coherent status in familly life. It was seen both ambiguously and vaguely. Reading is much more explicity taught and passed on to the younger generation, writing not so much so Calls for more ethnographic study of the reading/writing connection. [RHH]

Brent, Doug. Reading as Rhetorical Invention: Knowledge, Persuasion, and the Teaching of Research-Based Writing. Urbana: NCTE, 1992. Argues that reading and writing are a reciprocal process which functions together to produce "knowledge." Reading is a necessary part of the writing process, particularly in literary criticism papers. Presents several ideas of ways to teach research writing. [ST]

Britton, James, et al. The Development of Writing Abilities (11-18). Schools Council Research Studies Ser., 0306-0292. London: Macmillan,1975. Presents background, method, and findings of a project to study the development of writing abilities of eleven-to-eighteen-year-olds. Explains and classifies the students' sense of audience and type of writing produced. Concludes that the traditional role of teacher as audience and examiner inhibits expressive writing. [ST]

Brodkey, Linda. "On the subjects of class and gender in 'The Literacy of Letters.'" College English 51 (1989): 125-41. Says that writing teachers should ask how we read what students write, and calls upon teachers to learn to read the relationships between the basic writer, teacher, and real-life discourse to improve grammar and elaboration. Discussion is based on study of six pairs of teachers and students' correspondence over a semester. Brodkey finds that teachers resist students' real-life narratives and justify themselves based on their professional and educational advantages at the expense of basic writer's potential growth. [ST, RHH]

Bromley, Karen D'Angelo, and Laurie McKeveny. "Precis Writing: Suggestion for Instructions in Summarizing." Journal of Reading 29 (February 1996): 392-395. Recommends abstracting original compositions in order to develop vocabulary, promote critical reading, and improve learning. Offers instructional strategies (Reviewed from abstract). [B/D]

Brooke, Robert. "Modeling a Writer's Identity: Reading and Imitation in the Writing Classroom." College Composition and Communication 39 (February 1988): 23-41. Shows how one teacher uses literature to develop students' writing skills by imitating the author. Gives details about the teacher's class structure, kinds of discussion topics, and ways that the students respond to imitation lessons. [ST]

Bruffee, Kenneth A. "Social Construction, Language, and the Authority of Knowledge: A Bibliographic Essay." College English 48 (December 1986): 773-790. Presents a

summary and explanation of major social construction theories. Applies theories to literary criticism and teaching writing. Humanist perspectives. [ST]

Bulakowski, Carole. "Reading Strategies to Improve writing Instruction." Paper presented at the Annual Meeting of the International Reading Association. New Orleans, 27 April 1 May 1981. ED 204 741. Paper discusses way. in which reading instructors can aid writing instructors. No discussion of research or specific application offered. [B/D]

Chase, Geoffrey. "Accommodation, Resistance and the Politics of Student Writing." College Composition and Communication 39 (February 1988): 13-22. Analyzes the way students both accommodate and resist discourse conventions, and argues that teachers need to do more than focus on such conventions. Rather they need to help students see and understand their own interactions with those conventions. Supports giving students more freedom and control over their writing. [ST, RHH]

Chomsky, Carol. "Write First, Read Later." Childhood Education 47 (March 1971): 296-99. Classic, often cited article, arguing that the normal process of literacy is from writing to reading instead of the other way around. Notes that children learn to read by composing their own words with blocks or other toy letters. [RHH]

Clark, Gregory. "Genre as Relation on Writing and Reading as Ethical Interaction." Genre and Writing: Issues, Arguments, Alternatives. Ed. Wendy Bishop and Hans Ostrom. Portsmouth: Boynton/Cook-Heinemann, 1997. 125-134. Rhetoric is about human relations, so writers should avoid anonymity and autonomy in their theories. Uses Kenneth Burke's life and "Prologue in Heaven" and an analogy of a friend who builds a personalized coffin as examples. [JC]

Collins, Carmen. "The Power of Expressive Writing in Reading Comprehension." Language Arts 62 (Jan. 1985): 48-54. Suggests ten minutes of expressive writing per period in a reading course as benefiting reading comprehension and attitudes. Based on theory of inner voice derived from Maslow. Cites study, but implies results rather than elating them. [B/D]

Collins, Carmen. "The Use of Writing to Improve Reading Comprehension." Paper presented at the Annual Meeting of NCTE. Boston, 20-25 Nov. 1981. ED 214 102. Describes a study which compared the effect of ten minutes a day of writing on students' performances in college level reading courses. Further states reading comprehension and attitudes improved for the experimental group which used the technique but supports these claims with no data. [B/D]

Comley, Nancy R. "Review—Composing, Uniting, Transacting: Whys and Ways of Connecting Reading and Writing." College English 51 (1989): 192-200. Review of Bartholomae & Petrosky (1986), Newkirk, ed. (1986), and Petersen, ed. (1986). [RHH]

Conlin, Mary Louise. "The Relationship Between the Syntactical Complexity of Expository Writing and Reading Comprehension Levels of Community College Students." Diss. Case Western Reserve University, 1981. Abstract appears in ED 210 645. Examines the relationship between the syntactical complexity of developmental freshman students' expository prose and their reading comprehension levels. Syntactic complexity was found to be positively related to reading ability, but it appeared that poorer readers were able to comprehend more complex material than they were able to produce. (Reviewed from abstract.) [B/D]

Cooper, Charles R., ed. Researching Response to Literature and the Teaching of Literature: Points of Departure. New Jersey: Ablex, 1985. (also available as ED 259 389). Contains papers presented at a conference held at State University of New York, 1977, and subsequent solicited papers, concerning reading response and the study of

literature in the area of literary theory cognitive psychology, and reading research. Three sections cover theoretical, research, and methodological issues. [B/D]

Cooper, Marilyn M. "The Ecology of Writing." College English 48 (April 1986): 364-375. Argues that writing is a social process. The writer is not a solitary author but a communal one. Read text and written text are united in both being social activities and dependent on social structures and processes. [ST, RHH]

Crismore, Avon. "Composition, Comprehension and Text Type Schemata." 1982. ED 218 580 . Explores the reading-writing relationship based on a cognitive approach which states that composition and comprehension are very closely connected and should be taught together. [B/D]

Crow, John T "To Write is to Read." Technical Writing Teacher 13 (Winter 1986): 1-7. Suggests that technical writers can better organize material if they understand the readers' processes. Recommends technical writing courses include exercises on reading strategies in order to write more productively. [B/D]

Crowhurst, Marion. "Interrelationships between Reading and Writing Persuasive Discourse." Research in the Teaching of English 25 (1991): 314-338. Describes a study of sixth-grade students' discourse. Found that reading persuasive essays helps students write better persuasive essays. [ST]

Culp, Mary Beth. "The Influence of Writing on Reading." Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, 23-87 April 1984. ED 243 083. College students were studied to compare the effects of writing on vocabulary, reading comprehension, and attitude. Reading instruction varied only in the use of writing as a component for the experimental group. Significant differences occurred in vocabulary and comprehension but not in attitude. [B/D]

Davis, Karen. "On the Use of Writing Models in Freshman English." Teaching English in the Two Year College 10 (Spring 1984): 211-14. Advocates self-selected composition readers as a means to help freshmen develop a natural style and discover new possibilities of expression. Suggests augmenting commercial readers with student-written readers. [B/D]

Doherty, Paul C. "Hirsch's 'Philosophy of Composition:' An Evaluation of the Argument." College Composition and Communication 33 (May 1982): 184-195. Admonishes the empirical views. of the reading-writing relationship as stated by E. D. Hirsch's The Philosophy of Composition. [B/D]

Dougherty, Barbey N. "Writing Plans as Strategies for Reading, Writing, and Revising." Peterson 82-96. Describes various writing plans (compare/contrast, persuasion, cause/effect, etc.) that may help students become better writers and readers. Includes charts, examples, and questions to help the teacher present information. [ST]

Durst, Russel K. "Cognitive and Linguistic Demands of Analytic Writing." Research in the Teaching of English 21 (December 1987): 347-376. Describes a study of eleventh grade students' analytic writing using a compose-aloud protocol. Found that analysis required more critical thinking skills and attention to the composing process than did summaries. [ST]

Earthman, Elise Ann. "Creating the Virtual Work: Readers' Processes in Understanding Literary Texts." Research in the Teaching of English 26 (1992): 351-384. Reports results of talk-aloud study examining the ways readers create meaning from literary texts. Examines the readers' initial responses to a text from which a later response grows. Investigates the reader-text interaction of college freshmen and graduate students in literature. Concludes that the more experienced readers searched more for alternative ways to fill difficult gaps in the text. [TB & RH]

Easton, Lois Brown. "Strengthening the Reader as Writer and the Writer as Reader." Paper presented at the annual Meeting of NCTE. Washington, DC, 19-24 (Nov. 1982). ED 227 446. If reading and writing cannot be taught jointly in the curriculum, then reading teachers should individualize instruction. Paper presents. models of the reading-writing process, describes attitudes and perceptions teachers must have to teach reading and writing, and offers strategic. for teaching toward a connection between the two subjects. [B/D]

Ede, Lisa. "On Writing Reading and Reading Writing." Encountering Student Texts. Ed. Bruce Lawson, Susan Ryan, and W. Ross Winterowd. Urbana: NCTE, 1989. 147-157. The author contrasts the way she read first-year student essays and journals kept by tutors working in a writing lab that she directs. She attributes the differences to the sociological, political, and ideological contexts in which she read. [RHH]

Edelstein, Arnold, and Jeffrey Carroll. "The Annotated Space: A Dialogue on the Marriage of Composition and Literary Theories." Journal of Advanced Composition 12 (Fall 1992): 321-336. Not seen.

Elbow, Peter. "The War between Reading and Writing and How to End It." Rhetoric Review 12 (Fall 1993): 5-24. Explores the conflict between reading and writing, why reading is privileged, and how/why to see the two as equals. Elbow suggests that more writing be added to the curriculum, both reading and writing processes be examined, and teachers discuss rough drafts in reading as well as in writing. [JA]

Elsasser, N., and V. P. John-Steiner. "An Interactionist Approach to Advancing Literacy." Harvard Educational Review 47 (1977): 355-369. Finds basic connections between the activities of reading and writing in their interactions. [RHH]

Emig, Janet. "The Composing Processes of Twelfth Graders." NCTE Research Report No. 13. Urbana: NCTE, 1971. Reports results of study examining the composing process of 12th graders. Addresses the reflexive and extensive modes of composing. Focuses on students' writing behavior. Briefly addresses how classical, rhetorical texts and composition handbooks influence student writing. [TB]

Emig, Janet. The Web of Meaning: Essays on Writing, Teaching, Learning, and Thinking. Ed. Dixie Goswami and Maureen Butler. Portsmouth: Boynton/Cook-Heinemann, 1983. Offers criticism of strengths and weaknesses of pedagogical exercises aimed at improving figurative language. Argues that writing and reading are natural processes that develop in a learning environment conducive to imagination. Discusses the writing process of twelfth grade student. [ST]

Especially for Teachers: ERIC Documents on the Teaching of Writing, 1966-1982. Urbana ERIC, 198B 81-84 ED 218 668. Of 711 citations, 19 listed under the heading "integrating Reading and Writing" explore a range of topics in reading and writing, such as techniques for use with literature classes, for developing syntactic fluency, and so on. Most offer practical applications and were intended as a supplement for writing instructors. All 19 articles were published between 1975 and 1981 (Reviewed from abstract.) [B/D]

Fagan, Edward R. "Reading in the Writing Classroom." Paper presented at the annual Meeting of NCTE. Washington, DC, 19-24 (Nov. 1982). ED 225 157. Supports and develops personal assumptions about the use of reading in the writing classroom at the secondary level, providing examples from research literature and classroom experience. [B/D]

Faigley, Lester. "Competing Theories of Process: A Critique and a Proposal." College English 48 (1986): 527-542. Examines the expressivist, cognitive, and social views of process writing. Briefly discusses the importance of audience. Also discusses how language and previous texts affect writing. [TB]

Faigley, Lester. "Nonacademic Writing: The Social Perspective." Writing in Nonacademic Settings. Ed. Lee Odell and Dixie Goswami. NY: Guilford, 1985. 231-248. Examines the textual, individual, and social theoretical perspectives in nonacademic writing. Focuses on the social and cultural importance of communication in a text. Briefly discusses the conventions a reader brings to both reading and writing, and how the reader uses those conventions to make meaning. [TB]

Fleckenstein, Kristie. "An Appetite for Coherence: Arousing and Fulfilling Desires." College Composition and Communication 43 (1992): 81-87. Focuses on writers creating meaningful, coherent texts. Suggests that writers need to shift perspectives and go outside of texts and to be aware of the reader. Stresses a need for writers to be aware of audience and meaning derived from audience. Develops possible strategy for classroom that focuses on the writing process and creating coherent texts. [TB]

Flemming, Margaret, ed. "Reading and Writing Connections." Tempe: Arizona English Teachers Association, 1985 ED 253 885. Twenty four articles grouped under the headings: "Reading, Writing and Thinking; The Parts and the Whole; Reading for Writing; Contexts for Literacy; and Some Pedagogical Concerns." Discusses reading and writing contexts as various as women's literature. writing across the curriculum, ESL, and curriculum design. [B/D]

Flood, James, and Diane Lapp. "The Reading/Language Arts Curriculum of Secondary Schools: What Has Been and What Might Be." English Education 17 (May 1985): 79-90. Calls for implementation of well-researched, integrated reading/writing curriculum which will encourage students to become competent language users. Suggests teaching techniques. [B/D]

Flower, Linda. "The Construction of Purpose in Writing and Reading." College English 50 (1988): 528-550. Studies the way writers and readers construct a purpose in the text they are writing or reading. Encourages helping students read for the writer's purpose, to "elaborate their sense of an underlying intention into a dramatic portrait of an author who thinks, believes, and does things, who has a complex web of intentions." [RHH]

Flower, Linda. The Construction of Negotiated Meaning: A Social Cognitive Theory of Writing. Carbondale: Southern Illinois UP, 1994. Analyzes how readers and writers make meaning. Focuses on how meaning is socially shaped in the reader or writer's mind, and how prior knowledge plays a role in making meaning. Applies these ideals to the writing processes of students in the college classroom. Stresses collaborative planning. [TB]

Flower, Linda. The Role of Task Representation in Reading-to-Write. Technical Report No.6. Center for the Study of Writing. Berkeley: U of California, 1989. Studies the way first-year college students represent writing tasks under academic contexts. Argues that students interpret and misinterpret such tasks for complex reasons, including their prior knowledge and the context of the task. [RHH]

Foster, David. "Reading(s) in the Writing Classroom." College Composition and Communication 48 (December 1997): 518-539. Interrogates the transference of assigned reading to writing in a first-year college classroom. Through written student self-inquiries and class discussions, Foster studies the way the students reacted to three assigned essays, the way the pieces "affected their attitudes and writing practices." Found few students transferring text strategies to their own writing. Yet also found that the readings changed many of the students' sense of "what good writers could do." Argues the benefit of nurturing self-awareness with students. [RHH].

Fox, Thomas. "Gender Interests in Reading and Writing." The Social Uses of Writing: Politics and Pedagogy. Norwood: Ablex, 1990. 51-70. From a case study of two students, one male, one female, shows how sex-typing reflects both they way they read and write. [RHH]

Freedman, Sarah Warshauer, and Robert C. Calfe. "Understanding and Comprehending." Written Communication 1 (October 1984): 459-90. Suggests general changes in the standard reading and writing curricula, looking at issues involved in implementing the curricula. (Reviewed from abstract.) [B/D]

Fulwiler, Toby, and Art Young, eds. Language Connections Writing and Reading across the Curriculum. Urbana: NCTE, 1982. Collection of essays focusing on theoretical ideas and practical activities about reading and writing for use in the classroom. Stresses a comprehensive language program that uses reading and writing as ways of communicating, learning and forming values. [TB]

Gage, J. T. "Conflicting Assumptions about Intention in Teaching Reading and Composition." College English 40 (1978): 255-263. Points out that authorial intention may be excluded as a basis for reading and teacher literature, but that intention is a conscious and crucial part of writing and the teaching of writing. Argues that intentionality always lies behind our reading of any text, and that this "implied intention" makes reading a rhetorical act. That article wants to establish similarities—in terms of processessing—between creative literature and argumentation. [RHH]

Garbarino, Maureen. "Reading Deficiencies: Stumbling Blocks to Progress in Writing." Paper presented at the Pacific Northwest Regional Conference on English in the Two-Year College. Bend, 30 Oct.-1 Nov. 1980. ED 206 000. Explores myths about reading which must be eliminated in order to understand reading-writing connections and discusses the interrelationship of reading/writing difficulties. [B/D]

Gebhard, Ann D. "Teaching Writing in the Content Areas." Journal of Reading 27 (December 1983): 207-211. Offers strategies for teaching writing as an extension of reading and content sources. Claims reading comprehension and general learning will increase in such a program because of the writing/thinking relationship. [B/D]

Gilbert, Pam. "From Voice to Text: Reconsidering Writing and Reading in the English Classroom." English Education 23 (December 1991): 195-211. Not seen.

Glenn, Cheryl. "The Reading-Writing Connection: What's Process Got to Do With It?" When Writing Teachers Teach Literature: Bringing Writing to Reading. Ed. Art Young and Toby Fulwiler. Portsmouth: Boynton/Cook-Heinemann, 1995. 99-118. Glenn argues that students need to see their personal responses to literature as valid and teachers need to encourage risk-taking in reading and writing. Glenn discusses the importance of students reflecting on their reading and writing as a process. [DM]

Gold, Janet T. "Writing Activities to Enhance Reading Comprehension." 1981. ED 205 903. Develops a model of reinforcing reading comprehension through the use of writing activities. Practical classroom activities are discussed. [B/D]

Gold, Janet T. "Writing Composition Enhances Reading Comprehension." Paper presented at the Annual Meeting of the College Reading Association. Louisville, 29-31 Oct. 1981. ED 210 651. Author conducted a workshop to demonstrate writing skills exercises that aid reading comprehension. Skills are derived from techniques used by authors. Sample activities: sequencing, inferencing, predicting. [B/D]

Goody, Jack. Literacy in Traditional Societies. Cambridge: Cambridge UP, 1968. A collection of essays dealing with the consequences and implications of literacy in China, India, Thailand, and several African countries. The discussion focuses on the

history of literacy and extends to the alphabetic, script, and astronomical systems that led to a written form of communication in these societies. [TB]

Gould, Christopher. "Literature in the Basic Writing Course: A Bibliographic Survey." College English 49 (1987): 558-574. Bibliographic essay providing guidelines for a college English teacher and pedagogical tips bridging rhetoric and literature for composition classes. Good bibliography. [TB]

Gould, Christopher. "Liberating Composition from the Study of Literature." Teaching English in the Two Year College 8 (Spring 1982): 207-13. Argues that no definitive proof exists which shows a relationship between studying literature and improving composition. Suggests composition courses are being financially exploited by ineffective and impractical literature departments. [B/D]

Grant-Davie, Keith. "Functional Redundancy and Ellipsis as Strategies in Reading and Writing." Journal of Advanced Composition 15 (1995): 455-469. Grant-Davie shows how the use of redundancy and ellipses can be functional in technical writing. Difficult or unfamiliar texts require redundancy, while ellipses can allow for faster reading. [DM]

Grant-Davie, Keith. "Rereading in the Writing Process." Reader 21 (Spring 1989): 2-21. Reviews scanning or re-reading and the part it plays in the writing process.

Greene, Stuart, and J. Ackerman. "Expanding the Constructivist Metaphor: A Rhetorical Perspective on Literacy Research and Practice." Review of Educational Research 65 (1995): 383-420. Reviews theory and research relating to the processes of readers and writers and how the interaction of reading and writing make meaning from texts. Provides detailed information on the common activities readers and writers use to construct meaning. Discusses the interaction of the mind and text as well as how readers and writers use context and textual information to make meaning. [TB]

Greene, Stuart. "Mining Texts in Reading to Write." Journal of Advanced Composition 12 (1992): 151-170. Advocates teaching composition students a kind of "writerly reading," teaching them to consciously "mine" texts for writing strategies. See also the author's "Exploring the Relationship Between Authorship and Reading," in Penrose & Sitko, eds: 33-51. [RHH]

Gunnerson, B. "Text Comprehension and the Writing Process: The Case of Laws and Lawmaking." Written Communication 6 (1989): 86-107. Studies the process of law writing, partly in terms of the concept of the reader. Concludes that law writing is less oriented toward the reader and more toward a speech community. .." [RHH]

Haas, Christina, and Linda Flower. "Rhetorical Reading Strategies and the Construction of Meaning." College Composition and Communication 39 (May 1988): 167-183. Describe an reading experiment involving four graduate and six undergraduate students at Carnegie-Mellon University. The graduate students much more often used "rhetorical reading strategies"—constructed the motives of the writer and the reader and imagined the possible social context of the writing—in order to make sense of the passage. Conclude that teachers should explicitly teach such reading strategies in writing classes. [RHH]

Haas, Christina. "Beyond 'Just the Facts:' Reading as Rhetorical Action." Penrose and Sitko 19-32. Encourages the instruction of composition student in "rhetorical reading strategies," where readers imagine the social context of the writing. [RHH]

Hall, Christine K. "Writing as a Prereading Role-Playing Exercise to Increase the Reading Comprehension of Remedial College Students." Diss. University of Louisville, 1984. Abstract appears in ED 251 822. Teachers placed students in certain writing situations that led into or "foreshadowed" a particular reading. There was no significant difference between the control and experimental group in reading

achievement but the experimental group did differ from the control on several measures of reading comprehension. (Reviewed from abstract.) [B/D]

Harris, Jeanette "The Cloze Procedure." Journal of Teaching Writing 4 (Spring 1985): 105-11. Suggests cloze passages help students learn how language works; interaction of vocabulary and syntax, influence of diction on style, and grammatical and logical relationships. (Reviewed from abstract.) [B/D]

Hartman, Diane H. "An Investigation into the Predictive Relationship of Ten Writing Assessment Variables to Reading Comprehension." Diss. The University of Connecticut, 1984. Abstract appears in ED 251 822. Examines a predictive relationship of qualitative and quantitative measures of writing to reading comprehension for ninth grade readers. No significant relationship was found among the measures although some relationship between the Degrees of Reading Powers Test (DRP) and the ten writing variables was found. {Reviewed from abstract.) [B/D]

Hartman, Geoffrey H. Communication, Language, and the Humanities." ADE Bulletin 70 (Winter 1981): 10-16. Maintains the teaching of humanities cannot be reduced to specific skills (such as editing) and must continue linking writing and the reading of literature. (Reviewed from abstract) [B/D]

Haswell, Richard H. Gaining Ground in College Writing: Tales of Development and Interpretation. Dallas: Southern Methodist UP, 1991. 91-113. Argues that the traditional notion of "modeling"—students learning to write by imitating what they read—is insufficient, and needs to be enriched with notions of personal and social development. [RHH]

Hatch, Jill A., Charles A. Hill, and John Hayes. "When the messenger is the message: Readers' impressions of writers' personalities." Written Communication 10 (1993): 569-598. The authors explore what they call a "familiar phenomenon"—readers making inferences about a writer's personality from the writer's text. They report on three studies in which readers responded to college admission essays written by high school seniors. The responses indicate that different readers can arrive at consistent impressions of authors' personality traits from the authors' texts. In one of the studies, the researchers revised the essays and discovered that it is possible to change readers' impressions of writers' personalities in predictable ways without making major changes to the text's content, a finding that could have important implications for writing instruction. [RH]

Hays, Janice N. "The Development of Discursive Maturity in College Writers." Hays 1983. The author argues that the generally poor writing skills exhibited by many college freshmen are more a matter of maturity than a lack of education. Using a nine-point outline of stages in cognitive development proposed by Harvard researcher William G. Perry Jr., the author analyzes papers of students in a freshman writing seminar and papers from a group of more advanced students. The less experienced students, she finds, tended to have a simplistic, rigid view of the world that hindered their ability to engage and rigorously evaluate perspectives other than their own, sort through complex issues and make judgments about those issues, and shape their discourse to an audience's needs. The experienced students seemed to operate from a more relativistic stance that allowed them the flexibility to more fully engage a topic, enter into points of view other than their own and target their writing toward a specific audience. This maturity, the author conjectures, develops as students gain a liberal arts education. As such, she admonishes teachers to exercise patience with freshmen writers and be supportive, but challenging, as they struggle to develop this new perspective of relativism. [RH]

Hays, Janice N., et al., eds. The Writer's Mind: Writing as a Mode of Thinking. Urbana IL: NCTE, 1993. Collection of essays on language and mind, the composing process, and the writer as interpreter. Many deal with writing and reading relationships. [B/D]

Heath, Shirley Brice. Way with Words: Language, Life, and Work in Communities and Classrooms. Cambridge: Cambridge UP, 1983. Classic ethnographic study that shows how community is a common ground underlying the acts of reading and writing. [RHH]

Hellen, Mary F. "The Reading-Writing Connection: an Analysis of the Written Language of University Freshmen at Two Reading Levels." Paper presented at the Annual Meeting of the National Reading Conference. San Diego, 3-6 Dec. 1990. ED 216 342. Ten elements of written language were significantly related to reading scores for thirty-four college freshmen at high and low reading levels. (Reviewed from abstract) [B/D]

Herrington, Anne J. "Writing in Academic Settings: A Study of the Contexts for Writing in Two Chemical Engineering Courses." Research in the Teaching of English 19 (December 1985): 331-359. The author describes a study that explored the context for writing in two different chemical engineering courses. Students and faculty in the two courses were the same. The study used a variety of methods, including a survey of the students and the professors, open-ended and discourse-based interviews, classroom observation, and the analysis of students' written reports. According to the author, the study indicated that the two courses, although within the same discipline and with the same participants, developed into distinct and different communities that used different lines of reasoning, had different writer and audience roles and different views of the social purposes served by writing. She argues that writing can be useful in introducing students not only to the intellectual aspects of a discipline, but also to the social roles and purposes of communities that exist within that discipline. [RH]

Hesse, Douglas. "Teachers as Students, Reflecting Resistance." College Composition and Communication 44 (1993): 224-231. Explains resistance as a social reality that explains the way students often deny readings assigned to them in writing classes, and then shows how graduate teaching assistants showed the same resistance to composition pedagogy texts when assigned to them in a methodology class. [RHH]

Higgins, Lorraine. "Reading to Argue: Helping Students Transform Source Texts." Hearing Ourselves Think: Cognitive Research in the College Writing Classroom. Ed. Ann M. Penrose and Barbara Sitko. NY: Oxford UP, 70-101. Think-aloud transcripts of writers at work demonstrate their conscious methods of argument, which students can consciously discover in written texts and practice in their own. [RHH]

Hill, Susan Samuels. "Relationships Between Reading and Writing Performances: A Correlational Study of Metropolitan Reading Subscores and National Assessment Writing Scores." Diss. The University of Florida, 1982. Abstract appears in ED 230 928. Studied the relatedness of specific skills in writing to specific skills in reading. The reading and writing performance of 36 seventh grade and 63 eighth grade students did correlate. It was recommended that reading and writing instruction be integrated. [B/D]

Himley, Margaret. "A Reflective Conversation: 'Tempos of Meaning." Encountering Students' Texts: Interpretive Issues in Reading Student Writing. Ed. Bruce Lawson, Susan Sterr Ryan, and W. Ross Winterrowd. Urbana: NCTE, 1989. 519. Drawing upon the work of Patricia Carini, Himley devises a method she calls "deep talk," in which groups of teachers collaboratively read and talk about student texts. [RHH]

Hirsch, E. D., Jr. Cultural Literacy: What Every American Needs to Know: Boston: Houghton, 1987. True literacy is more than just a matter of being able to read and write, the author argues. To thrive in the modern world, a person must also be culturally literate. He defines cultural literacy as the network of knowledge that readers (and writers) share that allows them to understand one another. It's the background knowledge that allows a reader to put a newspaper article into context, see its ramifications and significance, and make connections not explicitly stated. The author calls for educational reform, most involving the imparting of specific knowledge rather than skills without context. The book includes a long list titled "What Literate Americans Know." [RH]

Hoffmann, Richard J. "The Relationship of Reading Comprehension to Syntactic Maturity and Writing Effectiveness." Paper presented at the Miami University Conference. Oxford, Ohio, 27 and 28 October 1978. Rpt. in Sentence Combining and the Teaching of Writing. Ed. Donald A.Daiker, Andrew Kerek, and Max Morenberg. Studies in Contemporary Language Ser. 3. Conway: L & S Books, 1979. 109-115. Studied first-year college students, looking at the relationship between improvement in syntax through sentence-combining practice and reading comprehension. Found that the poorer and the very best readers tended to show the greatest change in syntax. The author notes reservations to this conclusion. [RHH]

Horner, Bruce. "Students, Authorship, and the Work of Composition." College English 59 (September 1997): 506-529. Takes a material social approach (Raymond Williams) to the problematic of how teachers can construct for student writers a viable notion of authorship. Argues that a healthy construction will have the teacher join with the student in the on-going investigation of writing and reading as a social and material practice. [RHH]

Horner, Winifred B. Composition and Literature: Bridging the Gap. NY: MLA, 1983. This is an anthology of articles from leading compositionists and literature professionals with an avid interest in composition that, according to the editor, is intended to uncover exciting new opportunities within the profession. The gulf between composition and literature is largely a matter of attitude and history, she argues, and English professionals from both camps must be willing to join forces to forge new directions for the discipline. Many of the articles broach various aspects of the relationship between reading and writing, including pieces on literacy and orality, cultural literacy, the pertinence of genre to reading and writing, deconstruction and reading as itself a kind of writing, and humor and compositional patterning. [RH]

Horning, Alice S. "Propositional Analysis and the Teaching of Reading and Writing," Journal of Advanced Composition 6 (1987): 49-64. Not seen.

Horning, Alice S. "The Connection of Writing to Reading: A Gloss on the Gospel of Mina Shaughnessy." College Composition and Communication 40 (1978): 264-268. Argues that reading and writing are integrated skills, but that analysts of student writing problems (such as Shaughnessy) often disregard this fact. Student errors can sometimes be attributable to minimal reading experience. Part of the instruction of basic writing should be in reading. [RHH]

Hull, Glenda, and Mike Rose. "Rethinking Remediation: Toward a Social-Cognitive Understanding of Problematic Reading and Writing." Written Communication 6 (1989): 139-154. Despite the fact that universities and community colleges nationwide deal with large numbers of remedial students, teachers and researchers know very little about what it is cognitively and socially that defines such students as "remedial," the authors state. They describe a research project on remediation, conducted at the community college, state college and university levels, that explores the issue. In the article, they relate the case study of a young woman who was asked to read a passage and write a summary of it. The student's writing, on the surface

seemingly disorganized and often incoherent, made more sense when she was interviewed about how she constructed the piece—the authors found that she often selected points she felt were important on the basis of how they related to herself rather than how they related to the rest of the article. The writing, though flawed, showed a basic social reality about discourse—that people often use one another's language to establish membership in a group and define themselves in new ways, the authors argue. [RH]

Hunt, Kellogg W. Grammatical Structures Written at Three Grade Levels. Champaign: NCTE, 1965. In this study, which dates to the 1960s, researchers analyzed 1,000-word writing samples from 54 students equally distributed among three grade levels: fourth, eighth and twelfth grades. The purpose was to search for developmental trends in the frequency of the use of various grammatical structures. But perhaps one of the most useful contributions of the study is the development of a procedure to study language using the minimum terminable unit, or T-unit, that allows writing samples to be "chopped up" in a uniform manner for analysis and comparison. The study found that T-unit length is tied closely to maturity, that superior adults differ from twelfth graders mainly in the length of their clauses. Younger students tend to produce short separate units, indicating a narrow span of grammatical concern. As students mature, however, they begin to consolidate by discarding needless words. As a result, redundancy falls and succinctness gains. By the time average students earn their diploma, they are writing T-units nearly 60 percent longer than they could in fourth grade, the study determined. [RH]

Hynds, Susan. "Bringing Life to Literature and Literature of Life: Social Constructs and Contexts of Four Adolescent Readers." Research in the Teaching of English 23 (1989): 30-61. The author describes a study that sought to explore two questions: How do young adult readers appear to use their understanding of people in interpreting and responding to literature and what social influences in the home and school affect readers' attitudes toward reading. The article focuses on four readers, all high school seniors, selected from a group of 56 students in a suburban high school. The researchers interviewed the students and their teachers, administered "think-aloud" protocols to the students as they responded to four short stories, used measures of interpersonal cognitive complexity and asked the students to complete reading interest questionnaires. The readers appeared to use social-cognitive processes in their reading for various reasons: to predict what will happen next, to speculate beyond the story, to understand people around them, to reflect on their own lives, and to compare the textual world with the world in which they live. Readers did this to varying degrees, however, depending on factors of motivation, competence, pragmatics and volition. A strong social support system for reading at home and teachers willing to take the role of co-learner appeared to positively influence the students' willingness and ability to make connections between the interpersonal the textual world and made students more likely to view reading as an activity they will continue in the future. [RH]

Iser, Wolfgang. "Interaction between Text and Reader." Suleiman 106-119. A useful synopsis of his ideas. Much of the essay focuses on "blanks," gaps in the text where the reader must make connections, create a sequence. In doing so, "the meaning of the text comes alive in the reader" (119). [RHH]

Johnson, Michael L. "Hell is the Place We Don't Know We're In: The Control-Dictions of Cultural Literacy, Strong Reading, and Poetry." College English 50 (March 1988): 309-317. Encourages pushing students beyond a first-level act of reading (comprehending the intended meaning), to a second-level reading (recognizing alternate readings), and even to a third-level (transcending alternate readings, either holding them in suspense or creating a third interpretation from them). The article

applies mainly to student reading of creative literature, but implies a transference to writing classes. [RHH]

Kantor, Ken. "Classroom Contexts and the Development of Writing Intuitions: An Ethnographic Case Study." New Directions in Composition Research. Ed. Richard Beach and Lilian Bridwell. NY: Guilford, 1984. 72-94. The author recounts his experiences in conducting an ethnographic study of seven high school students involved in a creative writing class. To conduct the study, the author became an observer/participant, attending classes with the students and their instructor. Observations include: The role a teacher assumes appears related to the development of a sense of audience and of writing as a process; students who read aloud their work to one another and discuss it experience growth, both cognitive and affective; and instructors must be alert to signs of growth in students' writing and their intuitions about writing and encourage students as they experiment. [AS]

Karlin, Robert, and Andrea R. Karlin. "Writing Activities for Developing Reading Comprehension." Paper presented at the Annual Meeting of the International Reading Association. Anaheim. 2-6 May 1983. ED 234 370. Claims there is sufficient preliminary research and theory to encourage and include writing as one aspect of a program for reading comprehension development. Offers practical applications (mapping, semantic webbing, cloze patterns, etc.) for writing-related activities. [B/D]

Karlin, Robert, and Andrea R. Karlin. "Writing For Reading." Reading Horizons 24 (Winter 1984): 124-128. Argues for inclusion of writing in reading-improvement programs, citing both research and theory. Suggested activities for such a program are included. [B/D]

Kelling, K. "Reading in the Writing Process." Arizona English Bulletin 19 (1976): 74-80. Not seen.

Kennedy, Mary Lynch. "The Composing Process of Students Writing from Sources." Written Communication 2 (October 1985): 434-56. Reports on a study of fluent and not-so-fluent students writing from sources. Fluent students were more active note takers, used notes to their advantage. Fluent readers' writings were rated higher and they had more steps in their writing processes. [B/D]

Kessel, Barbara Bailey. "Meet Me at Reader/Writer Junction." Paper presented at the Annual Meeting of the Illinois Association of Teachers of English. Champaign: 12-13 Nov. 1982. ED 222 926. "Predictive intervention" is described as a classroom technique for drafting and revision. Students read their writing to other student/readers who then discuss it and predict outcomes, encouraging the author to follow new directions or to revise. [B/D]

Kitzhaber, Albert, R. Themes, Theories and Therapy: The Teaching of Writing in College. NY: McGraw, 1963. Discusses various problems with teaching English composition in college, with emphasis on the experience and approach at Dartmouth College. Prefers separation between literature and composition instruction because of his reservations about utilizing literature when composition instruction is the primary focus of a class. Offers numerous programming recommendations for composition curriculum during and after the freshman year. Includes bibliography for composition teachers. [AMS]

Kroll, Barry M. "Writer and Reader as Complementary Roles." College and Adult Reading. Ninth Yearbook of the North Central Reading Association. Des Moines: Drake UP, 1977. 99-108. Also in ERIC Document Retrieval Service: ED 150 568. Not seen.

Kroll, Barry M., and Gordon Wells, eds. Explorations in the Development of Writing. NY: Wiley, 1983. Eleven essays which represent the field's geographical scope and multi-disciplinary breadth, as well as demonstrating the field's advances that resulted

through exchange between theoretical research and educational practice. Varied discussions throughout, that pertained to reading and its inter-relationship with writing. Author and subject indexes. [AS]

Kucer, Stephen L. The Making of Meaning: Reading and Writing as Parallel Processes. Written Communication 2 (1985): 317-336. Describes a close relationship between reading and writing according to schema theories of textual production. Involves discussion of long-term memory and the contextual dependency of literacy. Suggests the same strategies for both reading and writing which would enhance the language user's ability to process information within short-term memory and thereby enhance the language user's text word production. [AS]

Kucer, Stephen B. "Using Text Comprehension as a Metaphor for Understanding Text Production: Building Bridge. Between Reading and Writing." Paper presented at the Annual Meeting of the National Reading Conference: Dallas, 2-5 Dec. 1981 . ED 211 947. Author attempts to construct theoretical connections between reading/writing processes based on language concepts which underlie both processes. [B/D]

Kucer, Stephen. "The Cognitive Base of Reading and Writing." The Dynamics of Language Learning. Ed. James R. Squire. Urbana: NCTE, 1987. 27-51. Presented to the Mid-Decade Seminar called by the National Conference on Research in English in 1985. Surveys behavioral and cognitive research efforts which generally frame reading and writing in terms of comprehension and production of discourse. Advances a set of cognitive basics, literacy universals, for understanding the interrelationship of reading and writing. [AS]

Kuriloff, Peshe C. "What Discourses Have in Common: Teaching the Transaction Between Writer and Reader." College Composition and Communication 47 (4) (December 1996): 485-501. Recognizes the presence of different rhetorical conventions within different academic disciplines, but argues also for the presence of some "common practices, common goals and common values." Uses Grice's suggestion of a "cooperative principle" the connects reader and writer to locate one commonality between the discourses of sociology and literary criticism, namely the writer's awareness of the reader. [RHH]

Lambert, Judith R. "Summaries: A Focus for Basic Writers," Journal of Developmental and Remedial Education 8.2 (1984): 10-12, 32. Presents strategies and justifications for summarization writing as a means of teaching which involves group writing, reading for main ideas, and comprehending materials. Using models and others' ideas makes students feel at ease. [B/D]

Langer, Judith. "Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks." Written Communication 2 (1985): 157-187. Analyzes 67 third-, sixth- and ninth-grade children's understanding of what would qualify as a story or report and their understanding of how each genre is organized. Demonstrates the children's use of each genre's organizational structures during either their reading or writing tasks. Includes sample excerpts from the children's written or recalled stories and reports. Abstract, six figures and six tables. [AS]

Langer, Judith. "Reading, Writing, and Understanding: An Analysis of the Construction of Meaning." Written Communication 3 (1986): 219-267. Analyzes the knowledge sources, specific strategies and monitoring behaviors of 67 third-, sixth- and ninth-grade children when the children read and wrote stories and reports. Demonstrates that, though the children's activities of reading and writing were related in terms of their underlying cognitive processes, the patterns of these processes differed between reading and writing. Argues that reading and writing should be conceptualized differently. Includes abstract, 1 figure, 12 tables, and an appendix which explains the analysis of meaning construction. [AS]

Lanham, Richard A. The Electronic Word: Democracy, Technology, and the Arts. Chicago: U of Chicago P, 1993. Explores the revolution in expressive technology and its impact upon the media of literacy. Discusses the nature of electronic text and several major issues arising from its proliferation. Observes that text of any kind has become volitalized: abolishment of fixed-edition text and its replacement with interactive text. Argues broadly for pedagogical strategies which utilize electronic text. [AS]

Lazadowoki, Walter P. "Predicting Reading Ability Through Language Experience: The Language Sample Survey (LSS)." Research on Reading in Secondary Schools A Semi-Annual Report. Monograph No. 6. Ed. Patricia L. Anders. Tucson: Arizona U., 1980. 74-88. ED 203 286. Assuming the existence of a relationship between writing ability and reading achievement, a combination of readability formulae are applied to an informal sample of student writing, which resulted in the development of a ten step procedure to determine a student's reading level from writing samples. The LSS is a 3-5 minute scoring procedure. [B/D]

Lewis, Janice. "Support for Reading and Writing as Shared Developmental Process." Paper presented at the Annual Meeting of the Western College Reading and Learning Association. Denver, March 2A-31 1985. ED 254 826. A review of theoretical issues and some research on the reading and writing connection. [B/D]

Loban, Walter. "Language Development: Kindergarten Through Grade Twelve." Urbana: NCTE, 1976. Continuation of a longitudinal study analyzing the language development of 211 of the 338 original subjects from K-12. Data was gathered from written composition samples and annual oral interviews which included queries regarding book lists and reading habits for the year. 14 graphs and 21 tables. Conclusions regarding differences between effective and less-effective subjects, stages and rate of language development, and the relationship between socio-economic status and language. Includes sample interview transcripts and writing compositions. [AS]

Maquiro, Mary H. "A Psycho-linguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Process and Their Language Performance: Case Studies of Above Average, Average and Poor Readers." Thesis. McGill University, 1978. Abstract appears in ED 207 002. Case study of tenth grade students that examined how above average, average, and poor readers integrate graphonic, syntactic, and semantic cue systems as they read and write. Subjects conceptualization and verbalization matched observed behaviors. The extent to which the writers reflected on the reading/writing process may influence the quality of their performance in language. (Reviewed from abstract.) [B/D]

Marshall, James D. "The Effects of Writing on Students' Understanding of Literary Texts." Research in the Teaching of English 21 (February 1987): 30-63. Research involving the participation of 80 eleventh-grade students in an American literature course. Product analysis of three forms of writing assignments—restricted writing, personal analytic writing and formal analytic writing—which also involved study of the students' composing-aloud protocols. Demonstrated that the extended forms of writing were related to significantly higher posttest scores than the restricted form. Abstract, sample excerpts from the composing-aloud protocols, seven tables, and an appendix that offers sample questions from each form of writing task. [AS]

McCarthy, Lucille Parkinson. "A Stranger in Strange Lands: A College Student Writing Across the Curriculum." Research in the Teaching of English 21 (October 1987): 233-265. Research study that followed one college student's writing experiences through his freshman and sophomore years. Abstract and four tables. Methods involved observation, interviews, composing-aloud protocols, and text analysis. Conclusions indicate what enhanced and what interfered with the student's ability to

determine what would be evaluated as acceptable writing for each course: non-verbal aspects of social context and explicit requirements and instructions like composition models which were relevant to the course subject. [AS]

McCord, Phyllis Frus. "Reading Nonfiction in Composition Courses: From Theory to Practice." College English 47 (1985): 747-762. Recognizes the difficulties and disadvantage of using readers in the composition class for the purpose of giving students rhetorical strategies such as description, narration and argument. Purposes a different way of reading nonfictional selections—essentially deconstructivist—which emphasizes how the selection has been produced by its author. Offers students a process-oriented perspective for examining expository prose, through which students become aware of and experiment with their own individual writing processes. [AS]

McCormick, Kathleen. The Culture of Reading and the Teaching of English. Manchester: Manchester UP, 1994. Rejects purely expressivist and objectivist theories of reading and advocates a social-cultural model that sees reading as "a social action which occurs in specific social circumstances" and which is partly (but not completely) conditioned by ideological, political, and economic forces. Good writers negotiate between their culture's general and literary repertoire and their own repertoire. Writing pedagogy entails helping student become "more informed and self-conscious readers," a move toward providing them with a measure of independence from cultural conditioning. [RHH]

McGinley, W. "The Role of Reading and Writing while Composing from Sources." Reading Research Quarterly 27 (1992): 227-248. Examines (1) the interaction among reading, writing and reasoning processes, (2) how reading and writing processes functioned throughout a composition assignment, and (3) the differences in the ways in which reading, writing and reasoning processes were coordinated. Through case study methods, investigated seven test subjects that majored in education and were in their junior and senior years of college. Provides five appendices and sample excerpts from interviews and compositions. [AS]

Memering, Dean. "The Reading/Writing Heresy." College Composition and Communication 28 (1977): 223-226. Argues for a bringing together of reading and writing instruction in college, but points out that reading skills as traditionally taught (e.g., velocity) may not be appropriate to writing skills, and vice versa. "We may have to develop a reading approach to writing unlike any we have so far used." [RHH]

Merkel, Barbara Ganzglass. "An Integrated Reading/Writing Curriculum." Diss. Virginia Polytechnic Institute and State University, 1983. Abstract appears in ED 237 950. Develops a new, integrated reading/writing curriculum for college students, based on theories of cognitive structure and psycholinguistics, certain composition and writing theories, and the work of Carl Rodgers, resulting in a completely worked out curriculum ready for application. (Reviewed from abstract.) [B/D]

Meyer, Bonni. J.F. "Reading Research and the Composition Teacher: The importance of Plans." College Composition and Communication 33 (February 1982): 37-49. Reviews findings in reading research and relates them to the concept of identifying plan types for teaching both reading and writing. [B/D]

Meyer, Sheree L. "Refusing to Play the Confidence Game: The Illusions of Mastery in the Reading/Writing of Texts." College English 55 (1993): 46-63. Looks at the problem that writing student have in establishing authority, which they assumed in the writing they are assigned to read, and argues that often they must put on the illusion of mastery. Offers classroom exercises designed to help. [RHH]

Meyers, G. Douglas. "The Phenomenology of Composition. The Application of Certain Principles of Reader-Response Criticism to the Teaching of Composition." Paper

presented at the Annual Meeting of CCCC. San Francisco, 18-80 March 1982 ED 214 201. Poses a model of reader-response criticism in which an essay writer creates a "narratee" or reader persona for his paper. The narratee/persona technique helps an author develop an audience for a piece of writing. [B/D]

Miller, J. Hillis. "Nietzsche in Basel: Writing Reading." Journal of Advanced Composition 13 (1993): 311.328. Argues that "the learning to write teaches habits of reading that are fundamental in any course or discipline" (311), claims K-college instruction in reading and writing is an essential part of ideological enculturation and individual socialization; sees composition in danger of teaching correctness in usage (and culture and language) that the content of course readings attempt to call into question; Nietzsche writings and theories of language provide an illustration for his positions since those writings on rhetoric challenged Western assumptions of authority, rhetoric and metaphysics. [WB]

Miller, Keith D. "Martin Luther King, Jr. Borrows a Revolution: Argument, Audience, and Implications of a Second-Hand Universe." College English 48 (March 1986): 249-265. Examines the features and sources for the discourse of King, showing how speakers and writers can successfully argue from premises that audiences accept. Shows how this kind of understanding of King can help in writing instruction. [RHH]

Miller, Susan. "Rhetorical Maturity: Definition and Development." Reinventing the Rhetorical Tradition. Ed. Aviva Freedman and Ian Pringle. Conway: L & S Books, 1980. 120-127. Presented at a meeting of the Canadian Council of Teachers of English in 1979. Discusses the comparison between the levels of syntactic complexity, rhetorical skill, and the quality of ethos, which are demonstrated within student compositions. Links the development of mature, well-expressed composition with a broad, multidisciplinary model for the adult attainment of rhetorical maturity, in both reading and writing. [AS]

Moffet, James. Coming on Center: Essays in English Education. 2nd ed. Portsmouth: Boynton/Cook-Heinemann, 1988. Argues that student-centered reading, writing, and speaking classrooms are more productive than traditional teacher-centered English classrooms. Suggests that meditation and freeing inner speech may help develop student independence in writing. Gives guidelines for teaching literature to incorporate thinking, reading, and writing. [ST]

Moffett, James. Teaching the Universe of Discourse. Boston: Houghton, 1968. Examines various kinds and processes of discourse for the purpose of teaching English. Argues against the use of grammar textbooks and the division of English curriculum into separate areas of study. Suggests re-structuring the subject curriculum so that students learn style, logic, semantics, rhetoric, and literary form through their reading and writing, continuously. [AS]

Moffett, James. "Reading and Writing as Meditation." Language Arts 60 (March 1983): 315-322, 322. Recommends meditation as a specialized means of controlling inner speech, representing the archetype which reading and writing lean toward. Suggests that meditation facilitates and benefits reading and writing. [B/D]

Morrow, Nancy. "The Role of Reading in the Composition Classroom." Journal of Advanced Composition 17 (1997): 453-472. Morrow describes reading as a complex process of finding and constructing ideas. Students create meaning as readers, and their expectations shape responses. Morrow feels the goals of reading are finding ambiguity, the unexpected, genre conventions, strategies of persuasion, and the play of language. [DM]

Mortensen, Peter L. "Reading Authority, Writing Authority." Reader 21 (Spring 1989): 35-55. Study of two graduate students who are asked to read two pieces of academic

criticism on a Dickenson poem; analysis of their read-aloud protocols, "speaking concurrently" (part of a larger study) after which Mortensen analyzed these for the formation of authority in their written responses, via propositional analysis. One student reproduced a discourse of institutional authority and the other of "paralogic" authority, perpetuating and rebelling against the discourses of the community they are entering. [WB]

Moxley, Roy. "The Compositional Approach to Reading in Practice and Theory." Journal of Reading 27 (April 1984): 636-643. Presents the compositional approach to reading in practice and theory, an approach which depends on functional relationships and demands responses to multiple context controls as opposed to traditional matching responses which do not need to entail context sensitivity. [B/D]

Murray, Donald Morison. Expecting the Unexpected: Teaching Myself—and Others—to Read and Write. Portsmouth: Boynton/Cook-Heinemann, 1989. Discusses reading and writing for surprise. Provides ideas for writing games so that teachers may act as collaborators in the writing process to help develop the student's voice. Has several examples of drafts in the various stages of the writing process. Emphasizes the importance of difficulty, discovery, and necessity of teacher's demands. [ST]

Newkirk, Thomas. "Anatomy of a Breakthrough: A Case Study of a College Freshman Writer." New Directions in Composition Research. Ed. Richard Beach and Lilian Bridwell. NY: Guilford, 1983. 131-147. Examines a case study to show the stages students can go through as they learn to shift positions from writers of their text to readers of their texts. What fostered this shift was that the topic became important enough to develop an awareness of audience. [JF]

Newkirk, Thomas, ed. Only Connect: Uniting Reading and Writing. Upper Montclair: Boynton/Cook, 1986. Collection of papers from University of New Hampshire 1984 conference. Tries to re-establish connections between composition and literature study. Openly discounts connections between composition and traditional scientific fields. Views composition instruction as measurable only through ethnographic study. [B/D]

Newkirk, Thomas. "How Students Read Student Papers: An Exploratory Study." Written Communication 1 (1984): 283-305. Discusses the dilemma of peer evaluation of student papers: e.g. evaluation is problematic when students are responding to a genre they are unfamiliar with: expository and argumentation essays. Suggested students be exposed to these genres in their high school reading assignments to better match what they read and write at the college level. [JF]

Nist, Sherrie L. and C. Ruth Sabol. "Disparities among Reading, Writing, and Oral Language: A Look at Underprepared College Students." Reading World 24 (December 1984): 96-104. Recognizes disparities between reading and writing instructional methodologies: e.g. reading instruction, suggests focusing on main ideas while writing instruction calls for the inclusion of supporting details. Blames fragmented instruction for the disparities; calls for holistic reading/writing instructional approach. [B/D]

North, Stephen M. "Writing in a Philosophy Class: Three Case Studies." Research in the Teaching of English 20 (October 1986): 225-262. Examines the relationship between writing and learning in a college-level writing-across-the-curriculum class in Philosophy, and discusses a hermeneutic approach to reading students' writing because their writing provides teachers with a perspective on the world about how students perceive their world through our classrooms. [JF]

Nystrand, Martin. "Assessing Written Communicative Competence: A Textual Cognition Model." 1977. ERIC Document: ED 133 732 Extends the cloze method of testing reading to writing. Argues that so used the procedure can measure some effects of

the writing upon readers, but cautions that the procedure needs to be studied further. [RHH]

Nystrand, Martin. "Using Readability Research to Investigate Writing." Research in the Teaching of English 13 (1979): 231-242. Examines an alternative use of the cloze reading test as an assessment tool to determine the readability of student writing by labeling which aspects are interfering with the predictive needs of the reader: vocabulary, syntax, text, or context. [JF]

Nystrand, Martin. "Sharing Words: The Effects of Readers on Developing Writers." Written Communication 7 (1990): 3-24. [Not seen.]

Nystrand, Martin. The Structure of Written Communication: Studies in Reciprocity between Writers and Readers. Orlando: Academic P, 1986. Explores the reciprocal relationship between the writer and the reader where the writer must learn to balance the need for expression with the expectations of the reader. [JF]

O'Neill, Nancy Vaughn. "A Comparison of the Strategies in Composition and Strategies in Reading Comprehension of Eighth-Ninth Grade Readers." Diss. University of Georgia, 1981. Abstract appears in ED 819 733. Tried to determine if a reading/writing correlation existed and if reading/writing strategies of good and poor readers differed. Good readers and writers were found to be more actively involved in the reading/writing process. (Reviewed from abstract) [B/D]

Olson, David R., Nancy Torrance, and Angela Hildyard, eds. Literacy, Language, and Learning: The Nature and Consequences of Reading and Writing. [New York]: Cambridge UP, 1985. An introduction, eighteen essays, and an annotated bibliography that address "literacy from the perspective of . . .disciplines" (4) such as linguistics, psychology, history, and anthropology; examine "the nature of written language and its role in social and intellectual life" (5); and suggest implications for the differences between oral and written language as modes of communication. [OL]

Ong, Walter J. "Reading, Technology, and Human Consciousness." Literacy as a Human Problem. Ed. James C. Raymond. University: U of Alabama P, 1982. 170-201. Fair summary of his view that changes in literacy and language use, both reading and writing, are technological changes and alter human behavior and cognition, as do all other technologies. [RHH]

Otte, George. "Why Read What? The Politics of Composition Anthologies." Journal of Advanced Composition 12 (Winter 1992): 137-149. Otte feels that although there is no general agreement on what composition students should read and why, he claims that accessibility is too often the overriding concern. Otte believes teachers should choose texts that are less accessible and more demanding of response. [DM]

Oxenham, John. Literacy: Writing, Reading, and Social Organization. London: Routledge, 1980. Examines the efforts and reasons behind the movement to encourage universal literacy; explores the illiteracy rates of populations; acknowledges a level of mental operation in cognition of literate individuals not available to the illiterate; notes that good readers can be poor writers but good writers are almost always good readers; identifies the importance of literacy in the functioning of government and commerce, but raises questions about the need for literacy skills in societies. [JF, RHH]

Page, W. D. "The Author and the Reader in Writing." Research in the Teaching of English 8 (1974): 170-183. [Not seen]

Pearson, P. David, and Robert J. Tierney. "On Becoming a Thoughtful Reader: Learning to Read like a Writer." Reading Education Report No. 50. Cambridge: Bolt, Beranek and Newman, 1984. ED 247 530. Reviews literature on reading and composing relatedness. Develops a composing model of reading and suggests that the reader

reads as if composing a text for an internal reader. The author supplies strategies for the reading teacher. [B/D]

Penrose, Ann M., and Barbara M. Sitko. "Studying Cognitive Processes in the Classroom." Penrose and Sitko 3-15. Writing is not rule governed —better to have the students writer observe a writer choosing an opening statement and to ask why that statement was chosen. We want then to understand that writers make choices and that these choices are motivated and constrained by a number of influences: the needs and expectations of the audience, the conventions of genre, discipline, and culture, the specific demands established by the teacher and the institutional setting, and in accordance with their personal goals, needs and history. What's important is for students to observe what readers and writers do and reflect on why they are doing it. In learning how others work and examine their own goals and strategies, students develop a critical perspective on learning: there are options, multiple interpretations, multiple goals. [JF]

Penrose, Ann M., and Cheryl Geisler. "Reading and Writing without Authority." College Composition and Communication 45 (1994): 505-520. Case study of two students, one a first-year undergraduate, the other a graduate student. Found differences in their concepts of the writer's authority, differences that connect with their relative competence in both reading and writing. Argues that students need to be aware that there is "authority to spare," room for their own authority in what they read and therefore what they write. [RHH]

Penrose, Ann M., and Barbara Sitko, eds. Hearing Ourselves Think: Cognitive Research in the College Writing Classroom. NY: Oxford UP, 1993. Collection of essays presenting observational research into reading and writing, with pedagogical implications for the teaching of writing in college. Many of the essays relate reading and writing activities. [RHH]

Penrose, Ann. "To write or not to write: Effects of task and task interpretation on learning through writing." Written Communication 9 (1992): 465-500. Explores a teaching model in which teaching, research, and theory become interconnected. Examines tape recordings of think-aloud protocols of students during their writing process (they had previously studied a 1,200 word passage), in order to understand the varied strategies of active learners in hopes of developing useful models to help the more passive learner. [JF]

Petersen, Bruce T. "Writing about Responses: A Unified Model of Reading, Interpretation, and Composition." College English 44 (1982): 459-468. Peterson justifies the practice of integrating composition with the study of literature, and shares a course model for this integration using a reader-response to develop students' writing, reading, thinking, and interpretive abilities. Assigned student readings are included. [JF]

Petersen, Bruce T., ed. Convergences: Transactions in Reading and Writing. Urbana, IL: NCTE, 1986. (Also available as ED 265 568). A collection of essays. Applies current research to reading and writing as transactive processes. Addresses reading, writing literature, and literacy. Includes sections on becoming readers and writers, on reading and writing as social activities, on using the writing of others, and on using literature to teach literacy. [B/D]

Petrosky, Anthony R. "From Story-to Essay: Reading and Writing." College Composition and Communication 33 (February 1982): 19-36. Recommends following Bleich's heuristic for generating response to reading, allowing students to accumulate experience in reading, writing, discussing reading, commenting on writing, and revising. [B/D]

Petrosky, Anthony. "From Story to Essay: Reading and Writing." College Composition and Communication 33 (February 1982): 19-37. Summarizes reader-response theorists (Richards, Rosenblatt, Holland, Bleich, etc.) and schema theorists (Anderson, Rumelhart, Schank & Abelson). Argues that both theories envision the reader or listener as constructing meaning out of his or her own previously acquired knowledge, and the consequently the acts of reading, responding, and writing are all characterized by the same fundamental act of making meaning. [RHH]

Pfeifer, Jeri. "What Happens to Writing apprehension in a Reading Class?" Paper presented at the Annual Meeting of the South Central MLA. Fort Worth, 27-29 Oct. 1983. ED 240 542. Explored the relationship of reading skills to Writing apprehension of forty-nine college students in a reading improvement course. Reading ability contributed to low apprehension and a lack of reading ability contributed to high apprehension. [B/D]

Phelps, Louise. "Rethinking Coherence: A Conceptual Analysis and its Implications for Teaching Practice." Sternglass and Buturuff, n.d. Argues that failures in coherence occur either because writers undercue (provide too few cues for readers to let them perceive the relationship between parts of a text) or because writers miscue (give conflicting or misleading cues), and argues that an understanding of the principle of coherence will help student writers. [JF]

Porter, James E. "Intertextuality and the Discourse Community." Rhetoric Review 5 (Fall 1986): 34-47. Explains intertextuality as a theory, how it connects to "discourse community" and provides pedagogical implications for composition. [JA]

Pratt, Mary Louise. Toward a Speech-Act Theory of Literary Discourse. Bloomington: Indiana UP, 1977. Questions the theory used in the poetics community to determine what is literature and what is ordinary speech in an attempt to show that such theories are laden with value judgments instead of empirical evidence. [JF]

Pressley, Michael, and Peter Afflerbach. Verbal protocols of reading: The nature of constructively responsive reading. Hillsdale: Erlbaum, 1995. Describes the use protocol analysis used in the investigation of how people read, derive word meanings, and in general comprehend a written text. [JF]

Pullman, George L. "Rhetoric and Hermeneutics: Composition, Invention, and Literature." Journal of Advanced Composition 11 (Fall 1991): 283-299. Examines the history of writing's subordination to reading and explores distinctions between theory and practice in composition and literary interpretation. Supports a change in hermeneutical thinking through the topical approach to interpretation, which presents a more performance-centered hermeneutics. [JA]

Qualley, Donna. "Using Reading in the Writing Classroom." Nuts and Bolts: A Practical Guide to Teaching Composition. Ed. Thomas Newkirk. Portsmouth: Boynton/Cook-Heinemann, 1993. Regards "reading and writing . . . [as] the yin and yang of . . . [the] literacy dialectic" (126); explains how students who improve their ability with "the process of reading" (102) and link reading with the process of writing improve their ability to read and revise their own work; describes an approach to FYW that puts "learning at the center" of a class and uses "reading and writing . . . [as] the language vehicles for . . . students to make sense of things" (105); quotes students' comments from such a class to show how students can relate to the approach. [OL]

Reagan, Sally Barr. "The Effect of Combined Reading-Writing Instruction on the Composing Processes of Basic Writers: A Descriptive Study." Paper presented at the Annual Meeting of CCCC. Now York City, 29-31 March 1984. ED 243 134. A case study which hypothesized that after one semester of college level combined reading/writing instruction, students would change their level of reading

comprehension; improve writing proficiency; and improve their composing process, their conception of the composing process, and their perception of themselves as writers. Students did improve in writing proficiency but not only due to instruction. [B/D]

Recchio, Thomas E. "A Bakhtinian Reading of Student Writing." College Composition and Communication 42 (1991): 446-454. A Bakhtinian reading of a student's paper helps clarify the trouble students may have with reading material written in an unfamiliar discourse. The argument is that both teacher and student need to be conscious of different but interlaced modes of discourse within student writing[JF, RHH]

Reichert, Pegeen. "A Contributing Listener and Other Composition Wives: Reading and Writing the Feminine Metaphors in Composition Studied." Journal of Advanced Composition 16 (1996): 141-157. Reichart parallels the situation of composition studies with that of a woman in a non-traditional relationship from a middle-class background. Both have similar issues with identity and acceptance, just as both have been seen in the roles of wife, mother, and victim. She describes other theorists' ideas of the feminization of composition studies, differentiating between the feminist and the feminine, the essay itself displaying a "feminine," less traditional, approach. [HM]

Reid, Joy. "The Writing-Reading Connection in the ESL Composition Classroom." Journal of Intensive English Studies 6 (1992): 27-50. This extensive piece provides an overview of reading pedagogy in the ESL classroom. Historical changes in reading/writing models are described, along with present-day theory. An application in an advanced ESL writing course is reported. [RHH]

Rhodes, Carol. "The Integration of Reading and Writing Instruction: A Strategy for All Teachers." Paper presented at the Annual Meeting of the International Reading Association. New Orleans, 27 April-1 May 1981. ED 210 642. By asking questions about a text, students can generate an information "grid" to aid understanding and to provide a basis for further writing activities. [B/D]

Ritchie, Joy S. "Resistance to Reading: Another View of the Minefield." Journal of Advanced Composition 12 (1992): 117-135. "Resistance" to readings is seen as one of two political acts, manifesting itself as either: (1) a subconscious reinforcement of the student's "subjugation by the dominant culture," or (2), in the case of women, an ideological acquiescence to a male-dominated environment. Such resistance to the "constraints of social and educational structures" also underlie the students writing. Uses classroom observations and interviews with students. [KG, RHH]

Rivera, Manuel. "Academic Achievement, Reading and Writing: Hispanics, Males, and Females." Paper presented at the Annual Conference of the Raza in Higher Education. Long Beach, 13-14 September 1984. Community college students were found to learn reading skills in their English composition courses, and reading was related to academic achievement in the course. Differences for hispanics, males and females are discussed. [B/D]

Ronald, Katharine. "The Self and the Other in the Process of Composing: Implication for Integrating the Acts of Reading and Writing." Petersen 231-245. Ronald feels teachers can reintegrate reading and writing in composition and literature courses through expressive writing. Since expressive writing requires both reflections and prediction, it is ideal for linking reading and writing. Ronald hopes expressive writing can help break down literature/composition distinctions. [DM]

Rose, Shirley K. "Reading Representative Anecdotes of Literacy Practice; or See Dick and Jane Read and Write." Rhetoric Review 8 (1990): 244-259. Had her college students write personal literacy histories. Discovered that although the activity of

becoming literate is fundamentally the same for males and females, the myths that they use to represent their roles are different. Females express a "myth of participation," males a "myth of autonomy." [RHH]

Rosenblatt, Louise M. "Writing and Reading: The Transactional Theory." Reader 20 (Fall 1988): 48-31. Rosenblatt describes a transactional theory for the relationship between reading and writing, elaborating on the network of parallelisms and differences between the two. The reader chooses elements in a text to develop a meaning, bringing into the transaction a purpose and attitude, which affect interpretation. The writer transacts with their environment, their own purpose, and their attention toward certain elements, in composing a text—all of these elements coming together to establish a point of an efferent-aesthetic continuum. [HM]

Salvatori, Mariolina. "Conversations with Texts: Reading in the Teaching of Composition." College English 58 (1996): 440-454. Theorizes that reading assignments in the writing classroom will stimulate students "to read with a 'writer's eye' and to write with a 'reader's eye.'" Encourages teachers to help students recognize that reading and writing are connected, that both involve acts of composing, by fostering the students' self-consciousness. [RHH]

Salvatori, Mariolina. "Reading and Writing a Text: Correlations between Reading and Writing." College English 45 (November 1983): 657-666. Presents a case study which demonstrates the function of the University of Pittsburgh Basic Reading and Writing Class (Reviewed from abstract.) [B/D]

Sanacore, Joseph. "Improving Reading Through Prior Knowledge and Writing." Journal of Reading 26 (May 1983): 714-720. Presents process-oriented ideas and discusses them in the context of improving reading and communication through synthesis. [B/D]

Sbaratta, Philip. "Reading Meets Writing in Freshman English." Teaching English in the Two Year College 8 (Winter 1982): 131-133. Discusses a correlation between weak writing the use of short T-units, two syllable words, and vague, conversational terms) and a lack of personal reading activity. [B/D]

Scholes, Robert. Protocols of reading. New Haven: Yale UP, 1989. Scholes' purposes are threefold: (1) to support a theory of reading as "inter- textual . . . governed by an active reader;" (2) to propose that reading is an act requiring certain "codes and customs"—protocols— in order to provide a necessary familiarity of framework through which both text and reader must function; and (3) to offer the issue, or question, of "criticism" as a relationship between the reading experience and that of the real world. [KG]

Scribner, S., and M. Cole. "Unpackaging Literacy." Writing: The Nature, Development, and Teaching of Written Communication. 1. Ed. M. F. Whiteman. Hillsdale: Erlbaum, 1981. 71-87. A summary of research performed by the authors in Liberia among native Vai tribesmen, with specific regard to "literacy skills" and the cognitive functions of writing—memory and communication. Implications "which characterize writing as a social practice" are discussed—from Walker Gibson to Stanley Fish. Includes full and annotated bibliography. [KG]

Selfe, Cynthia L. "Reading as a Writing and Revising Strategy." Paper presented at the Annual Meeting of CCCC. New York City, 29-31 March 1984. ED 244 295. A case study of an apprehensive and a non-apprehensive college composition student to evaluate how each used reading as an aid to composition. Reading served the non-apprehensive student as a catalyst and a multi-purpose writing strategy as well as an aid to revision. The apprehensive student did not use reading to aid his composing in the same manner as the non-apprehensive student nor did he utilize reading very fully. [B/D]

Selzer, Jack. "The Composing Process of an Engineer." College Composition and Communication 34 (1983): 178-187. Investigates the writing process of a Chicago transportation engineer. Analysis of audience and use of default preset formats are important in his writing process. Selzer implies, rather than concludes, that a technical writer's chosen use of either linear or recursive style of composition may be largely influenced by the actual "process" involved in performing his/her own job. [KG]

Shanklin, Nancy Katherine Leavitt. "Relating Reading and Writing: Developing a Transactional Theory of the Writing Process." Diss. Indiana University, 1981. Abstract appears in ED 219-733. Based on research into the literature on the reading/writing process, the author develops a theory that views reading and writing as alternate systems of communication with many similarities rather than alternate processes. (Reviewed from abstract.) [B/D]

Shanklin, Nancy. Relating Reading and Writing: Developing a Transactional Theory of the Writing Process. Monograph in Language and Reading Studies. Bloomington: Indiana U School of Education, 1981. Shanklin maintains that the view of writing as an interactive process between writer and reader fails to account for the writer HIMSELF as audience. Thus, citing theorists such as Rosenblatt and Eco on assertions that reading is a process of transactions, continually influencing one another within a larger strategic model, Shanklin proposes that the act of writing, similarly, is a "process of transactions" which may be simultaneously "interactive" as well as "parallel." Contains excellent bibliography of the reading/writing connection up to about 1980. [KG, RHH]

Sitko, Barbara. "Exploring Feedback: Writers Meet Readers." Penrose and Sitko170-187. Reports research on the ways students understand and react to teacher feedback on their writing. [RHH]

Slevin, James F. "Connecting English Studies." College English 48 (1986): 543-550. Details the rift occurring in many college English departments between "lit" and "comp." Slevin suggests that a "coalitional" attitude is unrealistic; he proposes, instead, a recognition on the part of both disciplines that they have "shared concerns" (discrimination of persona and voice, processes of "textual reception," etc.). [KG]

Slevin, James F. "The Humanities in the Schools: An NEH-Funded Program between Georgetown University and District of Columbia Schools." ADE Bulletin 72 (Summer 1982): 7-18. Describes a literacy project involving a multidisciplinary collaboration of high school and college teachers. (Reviewed from abstract.) [B/D]

Smith, Frank. "Reading Like a Writer." Language Arts 60 (1983): 558-567. Reverses the usual direction, where writers read in order to see how to write, and analyzes the way readers comprehend text by imagining the way it was written. [RHH]

Smith, Gayle L. "Writing from Inside the Text." CEA Forum 13.3-4 (1983): 27-30. Suggests students learn of their decisive role as readers and of the questions writers must ask by being "put inside" the text. Assignment suggestions include writing new endings and narrating from different viewpoints for established pieces of literature. [B/D]

Sotirou, Peter. "Articulating a Hermeneutic Pedagogy: The Philosophy of Interpretation." Journal of Advanced Composition 13 (Fall 1993): 365-380. Not seen.

Spivey, Nancy. "Transforming Texts: Constructive Processes in Reading and Writing." Written Communication 7 (1990): 256-287. From a constructivist or scheme-theory perspective, finds commonalities in the acts of reading and writing. [RHH]

Squire, James R., ed. The Dynamics of Language Learning. Urbana: NCRE/ERIC, 1987. Twenty-seven papers that were prepared for the Mid-Decade Seminar called by

National Conference on Research in English in 1985. Articles range in topic from the interrelationship of reading and writing to literature education and developments in technology. Collection includes author and subject indexes and brief biographies of contributors. [AS]

Sternglass, Marilyn. "Assessing Reading, Writing, and Reasoning." College English 43 (March 1981): 269-275. Using the cognitive developmental scheme of Andrew Wilkinson, finds basic students not achieving the generalizing or speculating stage in both their reading and writing. [RHH]

Sternglass, Marilyn, and Douglas Buturuff, eds. Building the Bridge Between Reading and Writing. Conway: L & S Books, n.d. Not seen.

Sternglass, Marilyn. The Presence of Thought: Introspective Accounts of Reading and Writing. Advances in Discourse Processes Ser. 34. Norwood: Ablex, 1988. Not seen.

Stewart, David H. "Reading in English Departments." College English 43 (1981): 818-823. In order to address alarmist attitudes among academics regarding a new "post-literate" college-student population, Stewart outlines a course in reading and literature. Included are such elements as "Historical Background," "Physiology of Reading," "Psychology of Reading" and issues involving communication theory and "the art of translations." [AS]

Stock, Patricia I., ed. Forum: Essays on Theory and Practice in the Teaching of Writing. Montclair : Boynton/Cook, 1983. A collection of fifty essays on literacy, speaking and writing, reading and writing, writing as a way of learning, and writing and rhetoric. Includes essays by teachers of subjects other than English. [B/D]

Stotsky, Sandra. "A Review of Research on the Relationship Between Reading and Writing" Directions for the Future." Present and Future Directions in English Education Research. Urbana, NCTE, 1981. 54-58. ED 208 423. Reviews reading research in two area." studies correlating measures of reading and writing and studies examining the influence of reading on writing or writing on reading. General summary of findings with a short bibliography. {Reviewed from abstract) [B/D].

Stotsky, Sandra. "Commentary." Journal of Reading 28 (October 1984): 4-7. Proposes a method to emphasize informational writing in an integrated reading/writing curriculum. (Reviewed from abstract.)v

Stotsky, Sandra. "Research on Reading-writing Relationships: A Synthesis and Suggested Directions." Language Arts 60 (May 1983): 627-642. Reviews reading research in two areas: studies correlating measures of reading and writing and studies examining the influence of reading on writing or writing on reading. General summary of findings with a short bibliography. [B/D]

Stotsky, Sandra. "The Role of Writing in Developmental Reading." Journal of Reading 25 (January 1982): 330-339. Suggests meaningful processing takes place when students reproduce, reduce, manipulate, or expand the content, syntax or language of a selection. Exercises for developmental classes are offered. [B/D]

Stotsky, Sandra. "Toward a Meaningful Model of Written Language Development." Paper presented at the Annual Meeting of CCCC. San Francisco, 18-20 March 1982. ED 214 174. Poses two models: 1) written language is a derivative of oral language, and 2) written language is qualitatively different from oral language and based, eventually, on what one reads. She suggests that composition should be based on the second model. [B/D]

Straub, Richard, and Gay Lynn Crossley. "Using Writing to Develop Student Readers: An Example from the Classroom." Reader 32 (Fall 1994): 34-60. Straub outlines and describes a process-oriented literature course he taught that used writing as a tool to

help students develop as readers. In the class, the students reflected on their own experiences as readers and practiced reading as an act of bringing their own languages to bear on the text. In the second part of the essay, Crossley speaks of her experiences observing the class and surveying the students to explore how students viewed the writings and responded to their role as students of literature. [HM]

Sullivan, Patricia A. "Writing in the Graduate Curriculum: Literary Criticism as Composition." Journal of Advanced Composition 11 (Fall 1991): 283-299. Explores the distinction between theory and practice in the pedagogical practices of graduate faculty and the writing of graduate students in literary studies. Discusses assumptions made about writing and graduate students which limit pedagogical discussions in the graduate classroom and privilege text-oriented rather than reader-oriented pedagogies. Sullivan argues for a reconceptualization of the graduate course which sees literature and composition as equal intellectual activities. [JA]

Taylor, Carol Ann. "The Relative Effects of Reading or Writing a Prose or Diagrammatic Summary upon the Comprehension of Expository Prose." Diss. University of Kentucky, 1984. Abstract appears in ED 251 822. Studied how students' comprehension of expository prose was affected by reading or writing prose or diagrammatic summaries. Writing prose summaries appeared to aid a student's comprehension of expository prose but some of the effect was dependent on the kind of material used. (Reviewed from abstract.) [B/D]

Tierney, Robert J., and P. David Pearson. "Towards a Composing Model of Reading." Language Arts 60 (May 1983): 568-580. Presents reading and writing as acts of composing which require continuous, recurring, and recursive transactions between reader and writer their inner selves, and their perceptions of each other's goals. [B/D]

Tierney, Robert J., and David P. Pearson. "Towards a Composing Model of Reading." Reading Education Report No. 48. Cambridge: Bolt. Beranek and Newman, 1983 ED 233 329. [B/D]

Tierney, Robert J., and Margie Leys. "What is the Value of Connecting Reading and Writing?" Reading Education Report No. 55. Cambridge: Bolt, Beranek and Newman, 1984. ED 251 810. Discussion of gains which accrue from interrelating reading and writing. Surveys research, primarily at the elementary level, that supports the idea that gains in reading performance contribute to gains in writing performance and explores how writing and reading influence each other. [B/D] See also Petersen, ed. (1986): 15-29. [RHH]

Trimbur, John. "Composition Studies: Postmodern or Popular." Into the field: Sites of Composition Studies. Ed. Anne Ruggles Gere. NY: MLA, 1993. 117-132. After mourning the loss of "metropolitan perception" among the artistically conscious masses in 19th-century Europe, Trimbur concludes with an endorsement of a new emphasis on "cultural studies." He proposes that such a move on the part of educators, among them teachers of writing, may succeed in stalling the "strategies of subversion and demystification" which have figured so prominently during the postmodern age. In particular he argues that the shift in popular culture studies from "the history of the text to the histories of readers" may have an effect upon composition studies. [KG]

Trosky, Odarka S., and Clifford C. Wood. "Using a Writing Model to Teach Reading." Journal of Reading 26 (October 1982): 34-40. Describes an analogous process model for teaching secondary reading and writing. [B/D]

Udwin, Victor. "Reading and Writing: The Rhetoric of Reversal." Reader 18 (Fall 1987): 5-15. Not seen

Vande Kopple, William J. "Functional Sentence Perspective, Composition and Reading." College Composition and Communication 33 (February 1982): 50-63. Describes

Functional Sentence Perspective, a system for analyzing sentences into topic and comment parts. An inconclusive study demonstrates the system's value in reading and composing. [B/D]

Welch, Nancy. "One Student's Many Voices: Reading, Writing, and Responding with Bakhtin." Journal of Advanced Composition 13 (Fall 1993): 493-502. Discusses how Bakhtin's "dialogic" applies to confused, multiple voices that are often present in student writing; offers, as an example, a reading of a student paper—about alcoholism—that would be difficult to respond to without an appreciation of the dialogic operating in the student's work. [OL]

White, Edward M. "How Theories of Reading Affect Responses to Student Writing." Teaching and Assessing Writing. San Francisco: Jossey-Bass, 1986. 84-99. Ties in the post-structuralist view of "intertextuality" with the pedagogical stress on writing as process, the trend toward to holistic evaluation, and Iser's theory of reading as interaction between reader and text. [KG]

Williams, J. D. "Covert Language Behavior during Writing." Research in the Teaching of English 17 (December 1983): 301-312. Interprets study which measured subjects' covert language behavior during reading and composing by using electromyographs. Shows a correlation between level of covert activity and a task's level of abstraction. [B/D]

Winterowd, W. R. "The Rhetorical Transaction of Reading." College Composition and Communication 27 (1976): 185-191. Takes the rhetorical categories of logos, ethos, pathos, and dispositio and points out that they operate in the act of reading. A good rhetorician can teach both reading and writing. [RHH]

Wrobleski, Diane. "Finding a Meaning: Reading, Writing, Thinking Applications" Double-Entry Notebooks, Literature Logs, Process Journals." Paper presented at the Annual Meeting of NCTE. Houston, 28-30 (March 1985). ED 264 569. Presents notebooks, logs, and journals as vehicles through which students learn to think independently. Literature logs concentrate on developing students' reading responses and process journals develop students' writing awareness. Samples are included in appendix. [B/D]